**Holy Child Primary School**

**Anti-Bullying Policy**

[](https://www.bing.com/images/search?view=detailV2&ccid=PMzMxtJ5&id=0F48170B2A7CA3F1B107149DC8A2B9858A138DD5&thid=OIP.PMzMxtJ5SdBq5KpZ6irKwwAAAA&mediaurl=https://lookaside.fbsbx.com/lookaside/crawler/media/?media_id%3d1598646840403597&exph=180&expw=180&q=holy+child+primary+school&simid=607987302276989549&selectedIndex=60)

Revised Policy: September 2021

Chair of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Date: Term 3 2024 (or before if an incident highlights the need for review or if directed by DE and in light of new guidance)

**HOLY CHILD PRIMARY AND NURSERY UNIT**

**Anti-Bullying Policy**

**VISION AND ETHOS**

We work together as a team at Holy Child Primary school to create a happy, positive, secure and inclusive environment for every member of the school community. We have a child centred approach and are dedicated in ensuring that every activity has our children’s needs and interests as the first priority. We strive to develop the whole child – academically, emotionally, physically, spiritually and socially. We promote a Christian and caring ethos and aim to develop a culture of respect, fairness, cooperation, perseverance, self-discipline, forgiveness, honesty, kindness, acceptance and responsibility at all levels within the school. Our ethos is reflected in all areas of school life. We aim to promote relationships built on honesty, trust, respect and openness, ensuring everyone is valued and respected and feel a sense of belonging to our school where the efforts and achievements of all are celebrated. We believe that happy children, staff and parents are key to positive learning experiences and a successful school. We are a UNICEF Rights Respecting School having attained Levels One and Two and, as such, recognise the rights of the school community regarding safety (UNCRC Articles 19, 34 and 37). All members of the school community have a right to work in a secure and caring environment without the fear of being bullied. We also have a responsibility to contribute, in whatever way we can, to the protection and maintenance of such an environment.

This Anti-Bullying Policy reflects our school’s vision and ethos with a view to providing a safe and happy environment where all efforts and achievements are celebrated. We are completely opposed to bullying in all its forms. Bullying will not be tolerated. It is entirely contrary to the values and principles we work and live by. An anti-bullying climate will be created through openness and consultation, where the views of all members of the school community are encouraged and considered.

**1. AIMS**

The policy forms part of the overall pastoral care provision in school and therefore links and works with the: -

• Pastoral Care Policy

• Safeguarding Policy

• E Safety Policy

• Mobile Phone Use Policy

• Positive Behaviour Policy

This policy aims to:

• Create a school ethos which encourages children to disclose and discuss incidents of bullying behaviour

• Promote a ‘whole school’ approach, where signs of bullying are identified and swift and effective action is taken

• Show commitment to overcoming bullying by practicing **zero tolerance**

• Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.

• Ensure all school community, pupils and parents have an understanding of what bullying is, and what they should do if bullying arises

• Inform children and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment

• Assure pupils and parents that they will be supported when bullying is reported

• Assist in the provision of a positive and supportive atmosphere - for those affected by bullying behaviour and for those involved in bullying behaviour

• To develop procedures for noting and reporting incidents of bullying behaviour.

**2. LEGISLATIVE FRAMEWORK AND GUIDANCE DOCUMENTS**

This policy and its procedures have been informed and guided by:

**The Legislative Context:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016

The Education and Libraries Order (Northern Ireland) 2003 (A17-19)

The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Children (Northern Ireland) Order 1995

The Human Rights Act 1998

The Health and Safety at Work Order (Northern Ireland) 1978

**The Policy & Guidance Context**

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) Updated September

2019

* Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health, Social Services and Public Safety, 2016)
* Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

**The International Context**

United Nations Convention on the Rights of the Child (UNCRC)

**The key points to note are:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

* Provides a legal definition of bullying.
* Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.
* Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.
* Sets out under which circumstances this policy should be applied.
* Requires that the policy be updated at least every four years.

**The Education and Libraries Order (NI) 2003, requires the Board of Governors to:**

‘Safeguard and promote the welfare of registered pupils’ (A.17)

**The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:**

Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or

exploitation. (A.19)

Be protected from discrimination. (A.2)

Express their views, in a supported and accessible way, on issues that affect them, and to

have their opinions taken seriously. (A.12)

Education. (A.28)

**3. DEFINITION OF BULLYING**

Bullying behaviour is defined as ‘’ deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves.’’ (DENI 1999 p41 )

The **Northern Ireland Anti-Bullying Forum** (NIABF) defines bullying as ‘’ the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others.’’

*The* ***Addressing Bullying in Schools Act (Northern Ireland) 2016***

***Definition of “bullying”***

**1.**—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—

(a)any verbal, written or electronic communication,

(b)any other act, or

(c)any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

*The Addressing Bullying in Schools Act (Northern Ireland) 2016 will come into commencement on 2 September 2019. Holy Child Primary School and Nursery Unit will ensure that their revised Anti-Bullying Policy meets the new legislative requirements following consultation with all stakeholders.*

At Holy Child Primary School and nursery unit we realise that bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following 4 features; it is repetitive and persistent; it is intentionally harmful; it involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it; it causes distress. We also realise that:

• Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.

• It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person’s freedom and rights.

• Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.

• Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

Understanding bullying and the different forms it can take is our starting point for preventing and responding to bullying behaviour effectively.

**4. FORMS OF BULLYING**

|  |  |  |  |
| --- | --- | --- | --- |
| The school has identified the following types of unacceptable, anti-social behaviours which will constitute bullying behaviour once the above features are clearly in evidence:  **PHYSICAL UNACCEPTABLE ANTI-SOCIAL**  **BEHAVIOURAL**  hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things. interfering with another’s property by stealing/hiding/damaging/intruding upon it;  extortion/threatening demands for money or other items  writing or drawing offensive notes/graffiti about another | | **VERBAL UNACCEPTABLE ANTI-SOCIAL BEHAVIOURS**  name calling; insulting or offensive remarks; accusing; taunting; put downs  Ridiculing another’s appearance/way of speaking/disability/personal mannerisms/ race/colour/religion; humiliating another publicly  spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm | |
| **EMOTIONAL BULLYING**  excluding/ shunning others from group activity/  social setting or play; belittling another’s abilities  or achievements; mobbing the individual, menacing  looks, stares; rude signs or gestures; negative body  language | | | |
| **THEMED UNACCEPTABLE BEHAVIOURS** | | | |
| **CYBER**  - misuse of emails, images, texts, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity  - misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity  - unauthorised publication or manipulation of private information; impersonation | | **HOMOPHOBIC**  (related to perceived or actual sexual orientation) | |
| **ETHNIC/RACIST**  (related to skin colour, culture and religion) | | **SECTARIAN**  (related to religious belief and/or political opinion) | |
| **DISABILIST**  (Anti-social behaviours related to perceived or actual disability)  We recognise that these themes may be inter-related  **5. SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING**  The following signs may indicate that a child is the target of bullying behaviour:   * • Unwillingness to attend school/lateness/erratic attendance. * • Avoidance, hanging back from playground or staying late at school. * • Deterioration of work or mislaid books, money, equipment or belongings/under achievement. * • Spurious illness/nonspecific pains, headaches, tummy upsets, withdrawn, loss of appetite. * • Nail biting/flinching/jumpiness/forgetfulness/distractibility. * • Impulsive hitting out/out of character temper, flare up or restlessness/sudden aggressiveness. * • Stresses manifested at home- bed wetting/insomnia/nightmares/restlessness and irritability. * • Reluctance to sit beside or near certain pupils/hesitant to walk home.   Whilst these behaviours may be symptomatic of other problems, bullying may be identified as a possible cause.  **6. PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS**  The Board of Governors will ensure that a policy designed to prevent bullying is in place in school.  This policy will determine measures to be taken should an incident arise:  • on the premises during the school day  • while travelling to or from school during the school term  • while a pupil is in the lawful control or charge of a member of staff of the school  • while the pupil is receiving educational provision arranged on behalf of the school and provided  elsewhere than on the premises of the school.  The measures will be reviewed:  • at intervals of no more than 4 years  • at such times as the Department may direct  Consult with parents, pupils and staff on the policy and ensure review of measures is shared with parents.  Our school has established and will maintain a restorative ethos to prevent and reduce bullying behaviour.  A restorative ethos  Is about developing, maintaining and repairing positive relationships among and between all members of the school community.  Is about helping young people (and adults) learn and develop the skills to make good choices now and throughout their lives – if we’ve learned these skills, they can be taught.  Enables us to acknowledge when we have harmed someone and think about what to do to put it right.  Encourages us to consider our feelings and those of others (emotional well-being).  Encourages us all to consider our behaviour and the effect it has on others.  To ensure our restorative ethos is maintained we use the following proactive strategies:  Proactive Strategies  • Ensure an ethos of promoting self-esteem and confidence is developed where children feel safe and secure and enabled to speak out. An ethos where good relationships are promoted at all levels and children feel they will be listened to (promotion of school and class council) and all efforts and achievements are celebrated  • We will promote the School Ethos at all times (as regards Bullying Behaviour we will be a **‘TELLING/LISTENING/RESPONDING with ZERO** Tolerance for Bullying’ school).  • Ensure that all staff (teaching and non-teaching), parents/carers and pupils and all members of the school community are aware of the school Code of Conduct as set out in the Positive Behaviour Policy.  • All school staff (teaching and non-teaching) parents/carers and pupils will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying behaviour.  • Awareness raising posters will be displayed in classrooms and corridors. Appropriate leaflets and literature will be provided for the children and displayed on school website in specific area for Anti-Bullying information  • Continual reminders to children and parent through newsletter what bullying is, how to report concerns and who they can talk to  • Children will be encouraged in PDMU classes to understand their roles in preventing bullying using, for example, drama, role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying behaviour  • Enable pupils to develop personal strategies to resist unwanted behaviour  • Use of breathing and calming exercises and areas  • Children will be engaged in a progressive programme of study for online safety to raise awareness of the risks and promoting positive online behaviours.  • Use of feelings diaries, comfort toys, worry boxes and other nurturing strategies whole school  • Use of School assemblies to promote and reward school values, address Bullying Behaviour and provide Anti-Bullying Strategies.  • Ensure awareness of Rights and Responsibilities for all members of school community.  • Ensure vigilant supervision in the playground and general school environment at all times. Lunchtime supervisors model playground games and aim to engage children  • Ensure children feel safe and have a quiet place they can go to in school and in playgrounds if necessary  • Recognise and reward good behaviour -effective reward systems in place in class, playgrounds, dining hall.  • Promotion of Buddy Scheme  • Promotion of Buddy Bench (specified area in playground)  • Participate in NIABF Anti-Bullying Week with various themes promoted.  • Participate in Safer Internet Day, Bee Safe Event etc  • Online Safety curriculum taught throughout the school and internet user agreements signed by pupils/ parents  • Assemblies for parents and pupils on Anti-Bullying themes e.g. online safety, cyber bullying  • Good Parental Communication – Consultation /Questionnaire  • Awareness raising e.g. P1 Parent Induction meetings, class information meetings, newsletters, website, social media.  • Use of seesaw where parents can establish positive link with school and class teacher  • Use of playground book and class diaries to record incidents to establish patterns of behaviour – monitored regularly and tracked  • Use of outside agencies – NSPCC, Child-line, Women’s Aid, Behaviour Support Team.  • Staff training/effective communication, NSPCC training and workshops throughout school.  • On-going opportunities for pupil participation will be organised through school council activities.  These include:  Pupils will be involved in taking themed assemblies for Anti-Bullying and Online Safety events.  Pupils will be involved in the implementation and monitoring of the playground buddy system. This will involve the design, running and analysis of playground audits  Reactive Strategies  The following steps will be taken when dealing with incidents:  • If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached  • Attempts will be made to resolve situation quickly  • Reports will be taken seriously  • Steps taken to ensure child feels safe and secure, nurturing ethos  • Significant incidents will involve further investigation and recording  • A clear account reported to… Principal/Vice Principal/Class Teacher/ Designated Teacher for Child Protection)  • Clearly defined procedures for reporting incidents of suspected bullying.  • Flowchart posters displayed in each classroom outlining steps for reporting incidents or concerns.  • Confidential online safety risk register kept to record concerns/ incidents.  • Effective communication with parents  • Disciplinary measures / sanctions, which are proportionate, will be explained and used.    **7. PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING**  Staff and Governors will adopt the processes and procedures outlined in Department of Education recommended resource, Effective Responses to Bullying Behaviour (Northern Ireland Anti-Bullying Forum) as highlighted below.    Staff will adopt a positive mind set when responding to bullying concerns. The following are important factors when managing a bullying situation.  • Be calm  • Be positive  • Be assertive  • Be confident  When an incident of alleged bullying behaviour is reported, staff will carry out the following procedures: | | | |
| **When an incident of alleged bullying behaviour is reported, staff will carry out the following procedures:**  **PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR** | | | |
| **STEP 1**  **REPORTING OF AN INCIDENT**  **(significant/repeated/intentional incidents or serious one-off incident)**  **• When such a bullying incident or alleged bullying incident is reported, the information will be recorded and passed on to following people**  **- The Principal**  **- The Designated Teacher for Child Protection**  **- The teacher of any child involved** | | | |
| **STEP 2**  **INVESTIGATION OF AN INCIDENT**  **• This will normally be carried out by the Principal/ Designated Teacher for Child Protection, in co-operation with the class teacher /adults involved to determine level of intervention required**  **• Pupils involved will be interviewed and a record made of their responses using the school’s Bullying Concern Report Form to ascertain the methods of bullying and what appears to be the motivation and actions to be put in place**  **• Parents of all pupils involved will be informed of the school’s action up to this point and kept informed of subsequent action**  **• All records will be kept and filed away confidentially** | | | |
| **STEP 3**  **AGREEING A PLAN FOR RESOLUTION**  **• Principal/ Designated teacher will devise a plan for resolution of conflict – action plan drawn up and shared with relevant staff and parents of interventions**  **• Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned**  **• Involve SENCO and seek advice from outside agencies where necessary**  **• Carry out risk assessment as necessary**  **• Any disciplinary action required will use system of sanctions as set out in the school’s Positive Behaviour Policy** | | | |
| **STEP 4**  **REVIEWING THE SITUATION**  **• Situation monitored and formally reviewed within one month of initial report**  **• This will involve Designated Teacher, class teacher, staff community, pupils and parents concerned.**   |  | | --- | | **STEP 5**  **INVOLVEMENT OF OTHER AGENCIES**  • Where necessary the school will draw on further support and intervention of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service/ NSPCC  • Counselling made available for pupils concerned |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Step 2 Investigation of an Incident**   1. **Gather** and **clarify** the facts and perceptions.   Check:  • That the behaviour constitutes bullying behaviour as defined on Page 1 of this policy...what method of bullying and motivation behind it  • School records for any previous incidents –SIMS (introduced September2020)  • Involve Principal/ Designated Teacher for Child Protection and in some cases the SENCO  • Inform Parents  **Identify** the theme of the incident.  **Complete:**  • Holy Child P.S. Bullying Concern Report Form  **Step 3 Plan for Resolution**  (b) **Identify** the Intervention Level  On the basis of this initial assessment, to help the pupil presenting bullying behaviour change his/her unacceptable behaviour and to strengthen the target of bullying behaviour, staff will:  • Identify the Intervention Level.  • Apply and record the actions taken and the outcomes achieved.  **To determine the level of severity, staff should take account of the following:**  • The **nature** of the bullying behaviour  • The **frequency** of the bullying behaviour  • The **duration** of the bullying behaviour  • The **perceptions** of the child being bullied  Consider:  • Involvement of the Pastoral Care coordinator, Special Educational Needs Coordinator (SENCO),  • Involvement of parents/ carers  • Carryout a Risk Assessment,  • Involvement of External Agencies eg Child Protection Support Services for Schools (CPSS).  **Step 4 Review**  (c) **Monitor** and **evaluate** the effectiveness of the chosen interventions.  (d) **Review** the outcome and reflect on learning to determine whether further action is  required and proceed accordingly.  **8. STRATEGIES TO DEAL WITH BULLYING BEHAVIOUR**  When dealing with bullying behaviour the school will aim to:  1. Protect and support the child who has been bullied  2. Change the attitude and behaviour of the child who is displaying bullying behaviour.  Bullying behaviour at Holy Child Primary School will be addressed through the 5 stages of the Code of Practice.  The school will follow guidance in the Department of Education recommended resource, Effective Responses to Bullying Behaviour (Northern Ireland Anti-Bullying Forum).  When facts and perceptions have been clarified in Step 2 the school will identify the Intervention Level, Step 3, and act accordingly to protect and support the child being bullied and to change the attitude and behaviour of the child who is displaying bullying behaviour. The levels are:  **Level 1 -Low Level Bullying Behaviours ( see NIABF**  Interventions at this level are to help individuals recognise / reflect on their unacceptable behaviour and to ‘get them back on track’ while listening to and supporting/ strengthening the pupils experiencing bullying. **NEVER IGNORE LOW LEVEL BULLYING**.  At Holy Child Primary School, the following interventions for Level 1 bullying behaviour may be used:  • Explain the inappropriateness of the behaviour in line with the school’s values/ rules.  • Identify possible consequences if the bullying behaviour continues.  • Point out the level of distress experienced by the bullied pupil.  • Talk with the pupil being bullied to explore whether he/ she has in any way provoked the bullying behaviour.  • Reminder of pupil’s rights - Rights Respecting Script or reminder of school rules (Rule Reminder Script pg 20 i.e. right to mutual respect, right to be safe and secure at all times)  • Expectation Discussion pg 20.  • Help the bullied pupil to identify ways in which he/she may be strengthened and supported e.g. peer support – buddy system.  • Encourage reparation to be made if appropriate.  • Monitor the situation carefully.  • Be prepared to intervene with a higher response level if the situation persists or deteriorates.  *(See p20-27 Effective Responses to Bullying Behaviour, NIABF)*  **Level 2-Intermediate Level Bullying Behaviours**  While interventions at Level 2 involve continuing with the above, there is a shift from individual support to group interventions. Interventions at Level 2 may comprise part of an Individual Behaviour Support Plan.  These may include:  • Quality Circles (pg 28) involving 6-8 pupils.  • Circle of Friends Appraoch  • Support Group Method (pg 30)  • Solution Focused Support Group Method (p32)  • The Fogging Exercise (p36)  • The targeted pupil keeping a log book or feeling diary  *(See p28-36 Effective Responses to Bullying Behaviour, NIABF)*  *Support group work must have the consent and involvement of pupil being bullied, be planned and timetabled, have parental consent and agreement from participating pupils, have carefully selected pupils, take place in a suitable and comfortable environment, be uninterrupted, facilitated in positive manner by two adults (one observing and the other participating), have structured and focused activities using active learning approaches to stimulate discussion and debate among members, decisions and outcomes agreed and recorded, facilitate empathy, a solution focused approach to the situation, provide opportunities for pupils to take responsibility, regular meetings of group, regular meeting with bullied pupil to assess ongoing effectiveness of agreed actions, ensure regular feedback is given on agreed actions.*  **Level 3- Complex Bullying Behaviours**  These interventions will involve the designated teacher who will assume over-arching responsibility for the implementation, monitoring and evaluation of school based interventions. She will also have a lead role in liaising with external agencies and making referrals using the Bullying Concern Assessment Form. The designated teacher will refer to the school’s Anti-Bullying Policy and Positive Behaviour Policy to ensure responses are consistent with provision. Pupils will be at Stage 3 of the SEN Code of Practice requiring the SENCo in partnership with the designated teacher to determine appropriate interventions. SENCO and other senior teachers, in collaboration with pupil(s) and parents/carers, will determine the way forward in affecting change.  Interventions may include:   * • Individual pupil intervention – IEPs with intervention detailed in the Behaviour Support Plan. * • Carry out a risk assessment including Risk Factors and Protective Factors. * • Multi-agency discussion. * • Parental involvement. * • Strength Building (pg 38) * • Method of Shared Concern (pg 40)   *(See p37-44 Effective Responses to Bullying Behaviour, NIABF)*  **Level 4- High Risk Bullying Behaviours**  Bullying behaviours assessed at Level 4 are severe and involve a significant threat to the safety and welfare or any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to risk posed to any/all pupils involved. The school’s Child Safeguarding Procedures will need to be invoked.  Interventions will be coordinated by the Principal/SENCO/Designated Teacher for Child Protection in collaboration with pupil(s), parents/carers and external agencies to determine the way forward in affecting change. Advice and support will be provided by the EA EWS Child Protection Officer and may include reference to the relevant investigative agencies i.e. Behaviour Support Team, Health and Social Care Trust, Education Welfare Service, Educational Psychology, Gateway Teams, CAMHS. It may be necessary to invoke procedures outlined in the EA/DE scheme for the Suspension and Expulsion of pupils  *(See p45-46 Effective Responses to Bullying Behaviour, NIABF)*  School will continue to refer to our Pastoral Policies – Positive Behaviour and Anti-Bullying in managing pupils’ behaviour, provide ongoing monitoring and support, as well as applying relevant sanctions in response to the behaviour.  **9. SANCTIONS TO USE ALONGSIDE SUPPORT PROVISION**  The school’s Positive Behaviour Policy details the behaviour standards set within the school.  Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. At Holy Child PS and Nursery Unit we realise that all behaviour is communication so as a nurturing school our aim is to help all pupils regulate their emotions and behaviour through a variety of different strategies. These strategies are used whole school e.g. calming, breathing, use of quiet areas, peer support etc.  Assemblies, class Circle Time will also be used to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils’ understanding of bullying as well as involving our pupils through school council. Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children’s resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour through growth and mind set activities. Pupils are encouraged to look out for each other and to report their concerns for others. Conflict resolution is also promoted.  Targeted pupils will be reassured that they are not in any way to blame. Support and protection will be given.  A child who is displaying bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and support provided so their behaviour can be modified. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils’ parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Coordinator to address any behavioural problems through a behavioural programme.  The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and support provided where necessary using the strategies mentioned above from NIABF booklet. Incidents that do not meet the criteria for bullying will be dealt with in line with the school’s positive behaviour policy.  Failure to abide by the principles of the Code of Conduct or to comply with school rules may result in the following sanctions being applied:  **If a child chooses to break a rule the following steps will be taken:**   |  |  | | --- | --- | | First time a pupil shows noncompliance with a rule… | Verbal Reminder of rule | | Second time a pupil shows noncompliance with a rule… | 2nd Verbal Reminder (Yellow card) | | Third time a pupil shows noncompliance with a rule… | Red Card – (lunchtime), office for remainder of time. Letter sent home to parents about reminding of rules for everyone’s safety. Letter also retained in office. | | | | | |
| In class: Timeout - loss of point\*  child moved position in class for period of time (1  minute per age). Explain that the child may regain  the lost point with improved behaviour. | | |
| Fourth time a pupil shows noncompliance with a rule… | Timeout 2 –lose 3 points and child moved to another agreed class (within Key Stage) during class time for period of time (1 minute per age). Child completes behaviour reflection sheet (obtained from teacher). Upon completion the teacher/ CA should discuss behaviour with child. Teacher contacts parents via letter/ seesaw. A copy of the BR sheet should be sent home, a copy retained by school | |
| Fifth time a pupil shows noncompliance with a rule… | Timeout 3 - Child loses 5 - 10 minutes (depending on age – 1 minute per age) of ***one*** playtime (either break or lunch and is supervised in office) and behaviour recorded by teacher detailing all incidents in class diary. Child completes behaviour reflection which is differentiated for different Key Stages, copy sent  home and copy retained in school. Upon completion the teacher/ CA should discuss behaviour with child. Teacher contact parent via phone call/ seesaw. | |
| Sixth time | Timeout 4 - Child meets with principal, who will contact parents to arrange a meeting to discuss behaviour. Timeout from privileges could include some playtime for agreed period (one day to begin with)/ positive reinforcement, withdrawal from trips, after school clubs for agreed period etc | |

**Every child has the right to be safe and happy in school with every child respecting the rights of others so that in the event that a child is physically hurting another child this will invoke the severe clause below:**

1. A sanction will immediately be imposed (withdrawal from class or playground for specific length of time).
2. Parents will be informed via phone call – the parents of the child being hurt and the child doing the hurting
3. If this happens on three occasions to any child and it is recorded, the child’s parents will be invited to discuss behaviour with the class teacher and Principal and agree a way forward taking into account the age and needs of the child and other related policies.

**In a serious case of physical hurting/fighting/aggression or violence parents may, at the Principals discretion, be asked to come and take their child home.**

The following are regarded by the Department of Education and the Board as valid reasons for suspension or expulsion.

• Persistently presenting bullying behaviour of a pupil

• Physical attack on a pupil or member of staff

• Verbal abuse of a pupil or member of staff

• Targeting of another pupil or member of staff online.

• Significant damage to school, staff or pupils’ property, either in or outside school

• Stealing from school, staff or pupils, in or outside school

• Substance or alcohol abuse in school premises

• A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away.

**10. INDIVIDUAL RESPONSIBILITIES**

All members of the school community have a key role in promoting, implementing and supporting this Anti-Bullying Policy. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should at all times:

• Provide a safe, secure and caring environment.

• Promote and sustain good behaviour.

• Listen to all reports of bullying behaviour.

• Address each situation in line with procedures.

• Work collaboratively with all relevant members of the school community, developing positive partnerships with parents and consult with all stakeholders in updating policy.

• Ensure that parents understand how their child’s behaviour conforms to the school’s agreed definition of bullying.

Pupils should at all times:

• Work in partnership with the school.

• Report all incidents of bullying behaviour immediately (if a child is the target of bullying behaviour – TELL SOMEONE).

• Follow the school’s Code of Conduct.

• Avoid inappropriate behaviour which might be considered as bullying behaviour.

• Be respectful and supportive to others.

• When interventions are put in place it is expected that pupils will cooperate in using these to ensure success.

Parents/carers should at all times:

• Work in partnership with the school.

• Advise their children to report any concerns immediately to a member of staff.

• Discourage behaviours which might be considered as bullying behaviour.

• Stress to their children that retaliation is not helpful.

• Contact the school to arrange an appointment with the child’s class teacher to discuss concerns.

• Co-operate with the school. If their child is accused of bullying behaviour, try to ascertain the truth and point out the implications of this behaviour, both for themselves and the target.

• When interventions are put in place it is expected that parents will cooperate in using these to ensure success.

**11. LINKS WITH OTHER POLICIES**

This Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding Positive Behaviour

SEN and Inclusion Health & Safety

Online Safety Acceptable Use of the Internet

**12. EQUAL OPPORTUNITIES**

All children have equal access to the curriculum irrespective of race, religion/belief, political views or gender. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work, free from any type of intimidation and harassment.

**13. RESOURCES AND TRAINING**

The Principal, in conjunction with the Designated Teacher will ensure that all staff are familiar with this policy and training of staff is arranged and updated as necessary. Material resources will be budgeted for accordingly.

**14. MONITORING AND EVALUATION OF THIS POLICY**

The policy outcomes will be specifically monitored and tracked by the Principal.

Bi-Annually

Review of Anti-Bullying Policy or as new guidance becomes available

Annually

Staff training in Anti Bullying Policy and procedures

Consult with pupils, parents/carers, staff and Governors

Analyse responses and deal with issues raised

Run Playground audit using playground book, analyse responses and deal with issues raised

Termly

Consult with school council

All behaviour incidents recorded on SIMS (introduced December 2017)

Monthly

Analyse action plans, recorded incidents, playground books (introduced in 2020) and Bullying Concern Report Forms

As Necessary

Monitor Individual Behaviour Plans/ Risk Assessments

Consult with staff, pupils, parents /carers

Analyse Bullying Concern Report Forms

Carry out a post incident Policy Review

While the Principal has overall responsibility for overseeing these procedures and reporting back to Governors on the effective implementation and maintenance of the policy, it is important to remember that staff, pupils and parents all have an active part to play.

This policy has been approved by the Board of Governors.

**14. USEFUL WEBSITES & TELEPHONE NUMBERS**

Department of Education www.deni.gov.uk

Northern Ireland Anti Bullying Forum www.niabf.org.uk

Think u Know www.thinkuknow.org

Child-line NI 08001111

NSPCC (Full Stop) campaign 08088005000

Child Exploitation and Online Protection Centre www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP

**Appendix 1**

Legislative requirements are based on Civil-‘Duty of Care’ and Criminal Law:

The United Nations Convention on the Rights of the Child (1992)

• Article 12 - the right to express views and have these taken seriously

• Article 19 - the right to protection- incl. bullying

Human Rights Act (1998) Protocol 1

• Article 2 - The Right to Education.

• Article 3 - Freedom from torture, inhuman and degrading treatment.

• Article 6 - Right to a fair hearing.

Education and Libraries (N.I.) Order 2003

Article 19 requires that:

The Board of Governors must consult with registered pupils on the general principles which will be reflected in the school’s discipline policy; and

The principal, when deciding on measures which will be used to encourage good behaviour in the school, must specifically include measures to prevent bullying among pupils; and

The principal, before deciding on measures to encourage good behaviour, must consult with pupils registered at the school and their parents.

**Guidance Documents:**

* Pastoral Care in Schools: Child Protection” DE, 1999

“Pastoral Care in Schools: Promoting Positive Behaviour” DE, 2001

DE Circular 2003/13 “Welfare & Protection of Pupils Education and Libraries (Northern Ireland) Order 2003”

ACPC 2005 Regional Guidance “Cooperating to Safeguard”

DE Circular 2007/01 “Acceptable Use of the Internet and Digital Technologies in Schools”

DE Circular 2007/20 Article 19 – “Duty to promote good behaviour, discipline and welfare – your pupils attending other schools”

“Evaluating Pastoral Care” ETI, 1999 updated 2008

* Together Towards Improvement” ETI, 2010
* The Education(School Development Plan)Regulations(Northern Ireland) 2010
* DE Circular 2016/27 Guidance on Online Safety

DE Circular 2011/22 Guidance on Internet Safety

* Addressing Bullying in Schools Act (Northern Ireland) 2016

**2. LEGISLATIVE FRAMEWORK AND GUIDANCE DOCUMENTS**

This policy and its procedures have been informed and guided by:

The Legislative Context:

The Addressing Bullying in Schools Act (Northern Ireland) 2016

The Education and Libraries Order (Northern Ireland) 2003 (A17-19)

The Education (School Development Plans) Regulations (Northern Ireland) 2010

The Children (Northern Ireland) Order 1995

The Human Rights Act 1998

The Health and Safety at Work Order (Northern Ireland) 1978

The Policy & Guidance Context

The Addressing Bullying in Schools Act (Northern Ireland) 2016 Statutory Guidance for Schools and Boards of Governors (DE, 2019)

Pastoral Care in School: Promoting Positive Behaviour (DE, 2001)

Safeguarding and Child Protection in Schools: A Guide for Schools (DE, 2017) Updated September

2019

Co-operating to Safeguard Children and Young People in Northern Ireland (Dept. of Health,

Social Services and Public Safety, 2016)

Safeguarding Board for Northern Ireland Policies and Procedures (SBNI, 2017)

**The International Context**

United Nations Convention on the Rights of the Child (UNCRC)

**The key points to note are:**

The Addressing Bullying in Schools Act (Northern Ireland) 2016:

Provides a legal definition of bullying.

Places a duty on the Board of Governors to put in place measures to prevent bullying behaviour, in consultation with pupils and parents.

Requires schools to record all incidents of bullying behaviour and alleged bullying incidents.

Sets out under which circumstances this policy should be applied, namely:

In school, during the school day

While travelling to and from school

When under control of school staff, but away from school (e.g. school trip)

When receiving education organised by school but happening elsewhere (e.g. in

another school in the ALC)

Requires that the policy be updated at least every four years.

**The Education and Libraries Order (NI) 2003, requires the Board of Governors to:**

‘Safeguard and promote the welfare of registered pupils’ (A.17)

**The United Nations Convention on the Rights of the Child (UNCRC) sets out every child’s right to:**

Be protected from all forms of physical or mental violence, injury or abuse, maltreatment or

exploitation. (A.19)

Be protected from discrimination. (A.2)

Express their views, in a supported and accessible way, on issues that affect them, and to

have their opinions taken seriously. (A.12)

Education. (A.28)

**3. DEFINITION OF BULLYING**

Bullying behaviour is defined as ‘’ deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend themselves.’’ (DENI 1999 p41 )

The **Northern Ireland Anti-Bullying Forum** (NIABF) defines bullying as ‘’ the repeated use of power by one or more persons intentionally to harm, hurt or adversely affect the rights or needs of another or others.’’

*The* ***Addressing Bullying in Schools Act (Northern Ireland) 2016***

***Definition of “bullying”***

**1.**—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—

(a)any verbal, written or electronic communication,

(b)any other act, or

(c)any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

*The Addressing Bullying in Schools Act (Northern Ireland) 2016 will come into commencement on 2 September 2019. Holy Child Primary School and Nursery Unit will ensure that their revised Anti-Bullying Policy meets the new legislative requirements following consultation with all stakeholders.*

At Holy Child Primary School and nursery unit we realise that bullying refers to a range of harmful behaviour, both physical and psychological. All bullying behaviour usually has the following 4 features; it is repetitive and persistent; it is intentionally harmful; it involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it; it causes distress. We also realise that:

• Bullying can take place between pupils, between pupils and staff, between staff, by individuals or groups; face to face; indirectly or using a range of cyber-bullying methods.

• It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person’s freedom and rights.

• Bullying is an abuse of power where the person/s being bullied find it difficult to reject or deal with the offending behaviour or those involved in the bullying behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are bigger/stronger/older; have more acquaintances/friends; are more established in the school or simply care less about the consequences of their actions.

• Bullying thrives on secrecy, the reluctance of the target to talk about it and the neglect of responsible adults to acknowledge its existence.

Understanding bullying and the different forms it can take is our starting point for preventing and responding to bullying behaviour effectively.

**4. FORMS OF BULLYING**

|  |  |  |  |
| --- | --- | --- | --- |
| The school has identified the following types of unacceptable, anti-social behaviours which will constitute bullying behaviour once the above features are clearly in evidence:  **PHYSICAL UNACCEPTABLE ANTI-SOCIAL BEHAVIOURS**  hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things. interfering with another’s property by stealing/hiding/damaging/intruding upon it;  extortion/threatening demands for money or other items  writing or drawing offensive notes/graffiti about another | | **VERBAL UNACCEPTABLE ANTI-SOCIAL BEHAVIOURS**  name calling; insulting or offensive remarks; accusing; taunting; put downs  Ridiculing another’s appearance/way of speaking/disability/personal mannerisms/ race/colour/religion; humiliating another publicly  spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm | |
| **EMOTIONAL BULLYING**  excluding/ shunning others from group activity/ social setting or play;  belittling another’s abilities or achievements; mobbing the individual, menacing looks, stares;  rude signs or gestures; negative body language | | | |
| **THEMED UNACCEPTABLE BEHAVIOURS** | | | |
| **CYBER**  - misuse of emails, images, texts, blogs, tweets, forums and chat rooms to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity  - misuse of mobile phones by text messaging/ calls or images – again to hurt, embarrass, demean, harass, provoke or humiliate another using perceived anonymity  - unauthorised publication or manipulation of private information; impersonation | | **HOMOPHOBIC**  (related to perceived or actual sexual orientation) | |
| **ETHNIC/RACIST**  (related to skin colour, culture and religion) | | **SECTARIAN**  (related to religious belief and/or political opinion) | |
| **DISABILIST**  (Anti-social behaviours related to perceived or actual disability)  We recognise that these themes may be inter-related  **5. SIGNS OF STRESS IN PUPILS WHICH MAY INDICATE BULLYING**  The following signs may indicate that a child is the target of bullying behaviour:   * • Unwillingness to attend school/lateness/erratic attendance. * • Avoidance, hanging back from playground or staying late at school. * • Deterioration of work or mislaid books, money, equipment or belongings/under achievement. * • Spurious illness/non specific pains, headaches, tummy upsets, withdrawn, loss of appetite. * • Nail biting/flinching/jumpiness/forgetfulness/distractibility. * • Impulsive hitting out/out of character temper, flare up or restlessness/sudden aggressiveness. * • Stresses manifested at home- bed wetting/insomnia/nightmares/restlessness and irritability. * • Reluctance to sit beside or near certain pupils/hesitant to walk home.   Whilst these behaviours may be symptomatic of other problems, bullying may be identified as a possible cause.  **6. PREVENTATIVE MEASURES TO CREATE AN ANTI-BULLYING ETHOS**  The Board of Governors will ensure that a policy designed to prevent bullying is in place in school.  This policy will determine measures to be taken should an incident arise:   * • on the premises during the school day * • while travelling to or from school during the school term * • while a pupil is in the lawful control or charge of a member of staff of the school * • while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school   The measures will be reviewed:   * • at intervals of no more than 4 years * • at such times as the Department may direct   Consult with parents, pupils and staff on the policy and ensure review of measures is shared with parents.  Our school has established and will maintain a restorative ethos to prevent and reduce bullying behaviour.  A restorative ethos  Is about developing, maintaining and repairing positive relationships among and between all members of the school community.  Is about helping young people (and adults) learn and develop the skills to make good choices now and throughout their lives – if we’ve learned these skills, they can be taught.  Enables us to acknowledge when we have harmed someone and think about what to do to put it right.  Encourages us to consider our feelings and those of others (emotional well-being).  Encourages us all to consider our behaviour and the effect it has on others.  To ensure our restorative ethos is maintained we use the following proactive strategies:  Proactive Strategies  • Ensure an ethos of promoting self-esteem and confidence is developed where children feel safe and secure and enabled to speak out. An ethos where good relationships are promoted at all levels and children feel they will be listened to (promotion of school and class council) and all efforts and achievements are celebrated  • We will promote the School Ethos at all times (as regards Bullying Behaviour we will be a ‘TELLING/LISTENING/RESPONDING with ZERO Tolerance for Bullying’ school).  • Ensure that all staff (teaching and non-teaching), parents/carers and pupils and all members of the school community are aware of the school Code of Conduct as set out in the Positive Behaviour Policy.  • All school staff (teaching and non-teaching) parents/carers and pupils will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying behaviour – published on website  • Awareness raising posters will be displayed in classrooms and corridors. Appropriate leaflets and literature will be provided for the children and displayed on school website in specific area for Anti-Bullying information  • Continual reminders to children and parent through newsletter what bullying is, how to report concerns and who they can talk to  • Children will be encouraged in PDMU classes to understand their roles in preventing bullying using, for example, drama, role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying behaviour  • Enable pupils to develop personal strategies to resist unwanted behaviour  • Use of Living Learning Together resources and activities for PDMU as well as growth and mindset activities  • Use of breathing and calming exercises and areas  • Promotion of STAR – STOP THINK ACT REVIEW, conflict resolution activities  • Children will be engaged in a progressive programme of study for online safety to raise awareness of the risks and promoting positive online behaviours.  • Use of feelings diaries, comfort toys, worry boxes and other nurturing strategies whole school  • Use of School assemblies to promote and reward school values, address Bullying Behaviour and provide Anti-Bullying Strategies.  • Ensure awareness of Rights and Responsibilities for all members of school community.  • Ensure vigilant supervision in the playground and general school environment at all times. Lunchtime supervisors model playground games and aim to engage children  • Ensure children feel safe and have a quiet place they can go to in school and in playgrounds if necessary  • Recognise and reward good behaviour -effective reward systems in place in class, playgrounds, dining hall.  • Promotion of Buddy Scheme  • Promotion of Buddy Bench (specified area in playground)  • Participate in NIABF Anti-Bullying Week with various themes promoted e.g. B.L.U.E.  • Participate in Safer Internet Day, Bee Safe Event etc  • Online Safety curriculum taught throughout the school and internet user agreements signed by pupils/ parents  • Assemblies for parents and pupils on Anti-Bullying themes e.g. online safety, cyber bullying  • Use of regular whole school questionnaires and pupil playground audits (appendix 2), teaching and non-teaching staff questionnaires  • Good Parental Communication – Consultation /Questionnaire (see appendix 3)  • Awareness raising e.g. P1 Parent Induction meetings, class information meetings, newsletters, website, social media.  • Use of seesaw where parents can establish positive link with school and class teacher  • Use of playground book and class diaries to record incidents to establish patterns of behaviour – monitored regularly and tracked  • Use of outside agencies – NSPCC, Child-line, Women’s Aid, Behaviour Support Team.  • Staff training/effective communication, NSPCC training and workshops throughout school.  • On-going opportunities for pupil participation will be organised through school council activities. These will include pupil consultation in the development of audits and pupil questionnaires, responsibility for conducting and analysing these audits and questionnaires and identifying and agreeing solutions to issues raised.  Pupils will be involved in taking themed assemblies for Anti-Bullying and Online Safety events.  Pupils will be involved in the implementation and monitoring of the playground buddy system. This will involve the design, running and analysis of playground audits  Reactive Strategies  The following steps will be taken when dealing with incidents:  • If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached  • Attempts will be made to resolve situation quickly  • Reports will be taken seriously  • Steps taken to ensure child feels safe and secure, nurturing ethos  • Significant incidents will involve further investigation and recording  • A clear account reported to… Principal/Vice Principal/Class Teacher/ Designated Teacher for Child Protection )  • Clearly defined procedures for reporting incidents of suspected bullying.  • Flowchart posters displayed in each classroom outlining steps for reporting incidents or concerns.  • Confidential online safety risk register kept to record concerns/ incidents.  • Effective communication with parents  • Disciplinary measures / sanctions, which are proportionate, will be explained and used  **7. PROCEDURES FOR RESPONDING TO INCIDENTS OF BULLYING**  Staff and Governors will adopt the processes and procedures outlined in Department of Education recommended resource, Effective Responses to Bullying Behaviour (Northern Ireland Anti-Bullying Forum) as highlighted below.  Staff will adopt a positive mind set when responding to bullying concerns. The following are important factors when managing a bullying situation.  • Be calm  • Be positive  • Be assertive  • Be confident  When an incident of alleged bullying behaviour is reported, staff will carry out the following procedures: | | | |
| **When an incident of alleged bullying behaviour is reported, staff will carry out the following procedures: PROCEDURE FOR DEALING WITH BULLYING BEHAVIOUR** | | | |
| **STEP 1**  **REPORTING OF AN INCIDENT (significant/repeated/intentional incidents or serious one-off incident)**  **• When such a bullying incident or alleged bullying incident is reported, the information will be recorded and passed on to following people - The Principal**  **- The Designated Teacher for Child Protection**  **- The teacher of any child involved** | | | |
| **STEP 2**  **INVESTIGATION OF AN INCIDENT**  **• This will normally be carried out by the Principal/ Designated Teacher for Child Protection, in co-operation with the class teacher /adults involved to determine level of intervention required**  **• Pupils involved will be interviewed and a record made of their responses using the school’s Bullying Concern Report Form (see appendix) to ascertain the methods of bullying and what appears to be the motivation and actions to be put in place**  **• Parents of all pupils involved will be informed of the school’s action up to this point and kept informed of subsequent action**  **• All records will be kept and filed away confidentially** | | | |
| **STEP 3**  **AGREEING A PLAN FOR RESOLUTION**  **• Principal/ Designated teacher will devise a plan for resolution of conflict – action plan drawn up and shared with relevant staff and parents of interventions**  **• Targets for acceptable behaviour will be set out including support measures for ALL pupils concerned**  **• Involve SENCO and seek advice from outside agencies where necessary**  **• Carry out risk assessment as necessary**  **• Any disciplinary action required will use system of sanctions as set out in the school’s Positive Behaviour Policy** | | | |
| **STEP 4**  **REVIEWING THE SITUATION**  **• Situation monitored and formally reviewed within one month of initial report**  **• This will involve Designated Teacher, class teacher, staff community, pupils and parents concerned.**   |  | | --- | | **STEP 5**  **INVOLVEMENT OF OTHER AGENCIES**   * • Where necessary the school will draw on further support and intervention of Education Welfare Officer, Behaviour Management Team, Educational Psychology Service/ NSPCC * • Counselling made available for pupils concerned |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Step 2 Investigation of an Incident**  (a) **Gather** and **clarify** the facts and perceptions.  Check:  • That the behaviour constitutes bullying behaviour as defined on Page 1 of this policy...what method of bullying and motivation behind it  • School records for any previous incidents –SIMS (introduced September2020)  • Involve Principal/ Designated Teacher for Child Protection and in some cases the SENCO  • Inform Parents  **Identify** the theme of the incident.  **Complete:**  • Holy Child P.S. Bullying Concern Report Form (Appendix 4)  **Step 3 Plan for Resolution**  (b) **Identify** the Intervention Level  On the basis of this initial assessment, to help the pupil presenting bullying behaviour change his/her unacceptable behaviour and to strengthen the target of bullying behaviour, staff will:  • Identify the Intervention Level.  • Apply and record the actions taken and the outcomes achieved.  **To determine the level of severity, staff should take account of the following:**  • The **nature** of the bullying behaviour  • The **frequency** of the bullying behaviour  • The **duration** of the bullying behaviour  • The **perceptions** of the child being bullied  Consider:  • Involvement of the Pastoral Care coordinator, Special Educational Needs Coordinator (SENCO),  • Involvement of parents/ carers  • Carryout a Risk Assessment,  • Involvement of External Agencies eg Child Protection Support Services for Schools (CPSS).  Refer to pg 4 NIABF & pg 13 Choosing an Appropriate Intervention  **Step 4 Review**  (c) **Monitor** and **evaluate** the effectiveness of the chosen interventions.  (d) **Review** the outcome and reflect on learning to determine whether further action is  required and proceed accordingly.  **8. STRATEGIES TO DEAL WITH BULLYING BEHAVIOUR**  When dealing with bullying behaviour the school will aim to:  1. Protect and support the child who has been bullied  2. Change the attitude and behaviour of the child who is displaying bullying behaviour.  Bullying behaviour at Holy Child Primary School will be addressed through the 5 stages of the Code of Practice.  The school will follow guidance in the Department of Education recommended resource, Effective Responses to Bullying Behaviour (Northern Ireland Anti-Bullying Forum).  When facts and perceptions have been clarified in Step 2 the school will identify the Intervention Level, Step 3, and act accordingly to protect and support the child being bullied and to change the attitude and behaviour of the child who is displaying bullying behaviour. The levels are:  **Level 1 -Low Level Bullying Behaviours (pg 14)** Refer to Intervention Tables pg 16- 19  Interventions at this level are to help individuals recognise / reflect on their unacceptable behaviour and to ‘get them back on track’ while listening to and supporting/ strengthening the pupils experiencing bullying. **NEVER IGNORE LOW LEVEL BULLYING**.  At Holy Child Primary School, the following interventions for Level 1 bullying behaviour may be used:  • Explain the inappropriateness of the behaviour in line with the school’s values/ rules.  • Identify possible consequences if the bullying behaviour continues.  • Point out the level of distress experienced by the bullied pupil.  • Talk with the pupil being bullied to explore whether he/ she has in any way provoked the bullying behaviour.  • Reminder of pupil’s rights - Rights Respecting Script or reminder of school rules (Rule Reminder Script pg 20 i.e. right to mutual respect, right to be safe and secure at all times)  • Expectation Discussion pg 20.  • Help the bullied pupil to identify ways in which he/she may be strengthened and supported e.g. peer support – buddy system.  • Encourage reparation to be made if appropriate.  • Monitor the situation carefully.  • Be prepared to intervene with a higher response level if the situation persists or deteriorates.  • Complete a Think Time Discussion Sheet/ Behaviour Reflection Sheet (Appendix 5)  *(See p20-27 Effective Responses to Bullying Behaviour, NIABF))*  **Level 2-Intermediate Level Bullying Behaviours (pg 14)**  While interventions at Level 2 involve continuing with the above, there is a shift from individual support to group interventions. Interventions at Level 2 may comprise part of an Individual Behaviour Support Plan. These may include:  • Quality Circles (pg 28) involving 6-8 pupils.  • Circle of Friends Appraoch  • Support Group Method (pg 30)  • Solution Focused Support Group Method (p32)  • The Fogging Exercise (p36)  • The targeted pupil keeping a log book or feeling diary  *(See p28-36 Effective Responses to Bullying Behaviour, NIABF))*  *Support group work must have the consent and involvement of pupil being bullied, be planned and timetabled, have parental consent and agreement from participating pupils, have carefully selected pupils, take place in a suitable and comfortable environment, be uninterrupted, facilitated in positive manner by two adults (one observing and the other participating), have structured and focused activities using active learning approaches to stimulate discussion and debate among members, decisions and outcomes agreed and recorded, facilitate empathy, a solution focused approach to the situation, provide opportunities for pupils to take responsibility, regular meetings of group, regular meeting with bullied pupil to assess ongoing effectiveness of agreed actions, ensure regular feedback is given on agreed actions.*  **Level 3- Complex Bullying Behaviours (pg 15)**  These interventions will involve the Pastoral Coordinator who will assume over-arching responsibility for the implementation, monitoring and evaluation of school based interventions. She will also have a lead role in liasing with external agencies and making referrals using the Bullying Concern Assessment Form. The Pastoral Coordinator will refer to the school’s Anti-Bullying Policy, Positive Behaviour Policy to ensure responses are consistent with provision. Pupils will be at Stage 3 of the SEN Code of Practice requiring the SENCo in partnership with Pastoral Care Coordinator determine appropriate interventions. SENCO and other senior teachers, in collaboration with pupil(s) and parents/carers, will determine the way forward in affecting change.  Interventions may include:   * • Individual pupil intervention – IEPs with intervention detailed in the Behaviour Support Plan. * • Carry out a risk assessment including Risk Factors and Protective Factors. * • Multi-agency discussion. * • Parental involvement. * • Strength Building (pg 38) * • Method of Shared Concern (pg 40)   *(See p37-44 Effective Responses to Bullying Behaviour, NIABF))*  **Level 4- High Risk Bullying Behaviours (pg 15)**  Bullying behaviours assessed at Level 4 are severe and involve a significant threat to the safety and welfare or any or all of the pupils involved. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to risk posed to any/all pupils involved. The school’s Child Safeguarding Procedures will need to be invoked.  Interventions will be coordinated by the Pastoral Coordinator/SENCO/Designated Teacher for Child Protection in collaboration with pupil(s), parents/carers and external agencies to determine the way forward in affecting change. Advice and support will be provided by the EA EWS Child Protection Officer and may include reference to the relevant investigative agencies i.e. Behaviour Support Team, Health and Social Care Trust, Education Welfare Service, Educational Psychology, Gateway Teams, CAMHS. It may be necessary to invoke procedures outlined in the EA/DE scheme for the Suspension and Expulsion of pupils  *(See p45-46 Effective Responses to Bullying Behaviour, NIABF)*  School will continue to refer to our Pastoral Policies – Positive Behaviour and Anti-Bullying in managing pupils’ behaviour, provide ongoing monitoring and support, as well as applying relevant sanctions in response to the behaviour.  **9. SANCTIONS TO USE ALONGSIDE SUPPORT PROVISION**  The school’s Positive Behaviour Policy details the behaviour standards set within the school.  Pupils are encouraged to express their concerns about themselves and others and to seek help and support whenever they need it. At Holy Child PS we realise that all behaviour is communication so as a nurturing school our aim is to help all pupils regulate their emotions and behaviour through a variety of different strategies. These strategies are used whole school e.g. calming, breathing, use of quiet areas, peer support etc.  Assemblies, class Circle Time will also be used to reinforce positive anti-bullying messages and to raise issues concerning bullying. Activities across the curriculum and visits from representatives of outside agencies will also be used to develop pupils’ understanding of bullying as well as involving our pupils through school council. Children are taught that each person is unique and to be valued. Differences are to be celebrated and should not be the focus of negative behaviour. In order to build children’s resilience and reduce their vulnerability, pupils are coached and guided in developing coping strategies and how to respond positively to hurtful behaviour through growth and mind set activities. Pupils are encouraged to look out for each other and to report their concerns for others. Conflict resolution is also promoted.  Targeted pupils will be reassured that they are not in any way to blame. Support and protection will be given.  A child who is displaying bullying behaviour will be expected to take responsibility for their actions. The reasons for their behaviour will be explored and support provided so their behaviour can be modified. They will be encouraged to think and talk about the implications of their behaviour for the pupil who was their target. Discussion should also involve the pupils’ parents to identify any relevant background information and to secure their support. It may also be necessary for the involvement of the Special Needs Coordinator to address any behavioural problems through a behavioural programme.  The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all. Incidents will be resolved in age-appropriate ways and support provided where necessary using the strategies mentioned above from NIABF booklet. Incidents that do not meet the criteria for bullying will be dealt with in line with the school’s positive behaviour policy.  Failure to abide by the principles of the Code of Conduct or to comply with school rules may result in the following sanctions being applied:   |  |  | | --- | --- | | **If I choose to break a rule the following steps will be taken;**  First time a pupil shows noncompliance with a rule… | Verbal Reminder of rule | | Second time a pupil shows noncompliance with a rule… | 2nd Verbal Reminder | | Third time a pupil shows noncompliance with a rule… | Red Card – HOP and Lunchtime – sent to classroom, office for remainder of time. Letter sent home to parents about reminding of rules for everyone’s safety. Letter also retained in office. | | | | | |
| In class: Timeout 1 - loss of point\*  child moved position in class for period of time (1  minute per age). Explain that the child may regain  the lost point with improved behaviour. | | |
| Fourth time a pupil shows noncompliance with a rule… | Timeout 2 –lose 3 points and child moved to another agreed class (within Key Stage) during class time for period of time (1 minute per age). Child completes behaviour reflection sheet (obtained from teacher). Upon completion the teacher/ CA should discuss behaviour with child. Teacher contacts parents via letter/ seesaw. A copy of the BR sheet should be sent home, a copy retained by school | |
| Fifth time a pupil shows noncompliance with a rule… | Timeout 3 - Child loses 5 - 10 minutes (depending on age – 1 minute per age) of ***one*** playtime (either break or lunch and is supervised in office) and behaviour recorded by teacher detailing all incidents in class diary. Child completes behaviour reflection which is differentiated for different Key Stages, copy sent  home and copy retained in school. Upon completion the teacher/ CA should discuss behaviour with child. Teacher contact parent via phone call/ seesaw. | |
| Sixth time  **Every child has the right to be safe and happy in school with every child respecting the rights of others so in the event that a child is physically hurting another child…. this will invoke the severe clause below.**  **1. A sanction will immediately be imposed (withdrawal from class or playground for specific length of time).**  **2. Parents will be informed via phone call the parents of the child being hurt and the child doing the hurting.**  **3. If this happens on 3 occasions to any child and it is recorded, the child’s parents are invited in to discuss behaviour with the class teacher and principal and agree the way forward taking into account the age and needs of the child and other related policies.**  Severe Clause: Remove from class and send to Senior Teacher or Principal  **In a serious case of physical hurting/ fighting/ aggression or violence parents may, at the Principal’s discretion, be asked to come and take their child home.** There should be prior notification with the Principal before parent/ carer is contacted. | Timeout 4 - Child meets with principal, who will contact parents to arrange a meeting to discuss behaviour. Timeout from privileges could include some playtime for agreed period (one day to begin with)/ positive reinforcement, withdrawal from trips, after school clubs for agreed period etc | |

The following are regarded by the Department of Education and the Board as valid reasons for suspension or expulsion.

• Persistently presenting bullying behaviour of a pupil

• Physical attack on a pupil or member of staff

• Verbal abuse of a pupil or member of staff

• Targeting of another pupil or member of staff online.

• Significant damage to school, staff or pupils’ property, either in or outside school

• Stealing from school, staff or pupils, in or outside school

• Substance or alcohol abuse in school premises

• A very serious problem may result in the normal procedures being abandoned and a child being taken home straight away.

**10. INDIVIDUAL RESPONSIBILITIES**

All members of the school community have a key role in promoting, implementing and supporting this Anti-Bullying Policy. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

**Staff should at all times:**

• Provide a safe, secure and caring environment.

• Promote and sustain good behaviour.

• Listen to all reports of bullying behaviour.

• Address each situation in line with procedures.

• Work collaboratively with all relevant members of the school community, developing positive partnerships with parents and consult with all stakeholders in updating policy.

• Ensure that parents understand how their child’s behaviour conforms to the school’s agreed definition of bullying.

**Pupils should at all times:**

• Work in partnership with the school.

• Report all incidents of bullying behaviour immediately (if a child is the target of bullying behaviour – TELL SOMEONE).

• Follow the school’s Code of Conduct.

• Avoid inappropriate behaviour which might be considered as bullying behaviour.

• Be respectful and supportive to others.

• When interventions are put in place it is expected that pupils will cooperate in using these to ensure success.

**Parents/carers should at all times:**

• Work in partnership with the school.

• Advise their children to report any concerns immediately to a member of staff.

• Discourage behaviours which might be considered as bullying behaviour.

• Stress to their children that retaliation is not helpful.

• Contact the school to arrange an appointment with the child’s class teacher to discuss concerns.

• Co-operate with the school. If their child is accused of bullying behaviour, try to ascertain the truth and point out the implications of this behaviour, both for themselves and the target.

• When interventions are put in place it is expected that parents will cooperate in using these to ensure success.

**11. LINKS WITH OTHER POLICIES**

This Anti-Bullying Policy is set in the context of our Pastoral Care Programme and reflects our Mission Statement. It links with other policies such as:

Safeguarding Positive Behaviour

SEN and Inclusion Health & Safety

Online Safety Acceptable Use of the Internet

**12. EQUAL OPPORTUNITIES**

All children have equal access to the curriculum irrespective of race, religion/belief, political views or gender. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work, free from any type of intimidation and harassment.

**13. RESOURCES AND TRAINING**

The Principal, in conjunction with the Designated Teacher will ensure that all staff are familiar with this policy and training of staff is arranged and updated as necessary. Material resources will be budgeted for accordingly.

**14. MONITORING AND EVALUATION OF THIS POLICY**

The policy outcomes will be specifically monitored and tracked by the Principal.

**Bi-Annually**

Review of Anti-Bullying Policy or as new guidance becomes available

**Annually**

Staff training in Anti Bullying Policy and procedures

Consult with pupils, parents/carers, staff and Governors

Analyse responses and deal with issues raised

Run Playground audit using playground book, analyse responses and deal with issues raised

**Termly**

Consult with school council

All behaviour incidents recorded on SIMS (introduced September 2020)

**Monthly**

Analyse action plans, recorded incidents, playground books (introduced in 2020) and Bullying Concern Report Forms

**As Necessary**

Monitor Individual Behaviour Plans/ Risk Assessments

Consult with staff, pupils, parents /carers

Analyse Bullying Concern Report Forms

Carry out a post incident Policy Review

While the Principal has overall responsibility for overseeing these procedures and reporting back to Governors on the effective implementation and maintenance of the policy, it is important to remember that staff, pupils and parents all have an active part to play.

This policy has been approved by the Board of Governors.

**14. USEFUL WEBSITES & TELEPHONE NUMBERS**

Department of Education www.deni.gov.uk

Northern Ireland Anti Bullying Forum www.niabf.org.uk

Think u Know www.thinkuknow.org

Child-line NI 08001111

NSPCC (Full Stop) campaign 08088005000

Child Exploitation and Online Protection Centre [www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP](http://www.ceop.police.uk/Safety-Centre/Should-I-make-a-report-to-CEOP)

**Appendix 1**

Legislative requirements are based on Civil-‘Duty of Care’ and Criminal Law:

The United Nations Convention on the Rights of the Child (1992)

* • Article 12 - the right to express views and have these taken seriously
* • Article 19 - the right to protection- incl. bullying

Human Rights Act (1998) Protocol 1

* • Article 2 - The Right to Education.
* • Article 3 - Freedom from torture, inhuman and degrading treatment.
* • Article 6 - Right to a fair hearing.

Education and Libraries (N.I.) Order 2003

Article 19 requires that:

The Board of Governors must consult with registered pupils on the general principles which will be reflected in the school’s discipline policy; and

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The principal, when deciding on measures which will be used to encourage good behaviour in the school, must specifically include measures to prevent bullying among pupils; and

The principal, before deciding on measures to encourage good behaviour, must consult with pupils registered at the school and their parents.

**Guidance Documents**:

* Pastoral Care in Schools: Child Protection” DE, 1999

“Pastoral Care in Schools: Promoting Positive Behaviour” DE, 2001

DE Circular 2003/13 “Welfare & Protection of Pupils Education and Libraries (Northern Ireland) Order 2003”

ACPC 2005 Regional Guidance “Cooperating to Safeguard”

DE Circular 2007/01 “Acceptable Use of the Internet and Digital Technologies in Schools”

DE Circular 2007/20 Article 19 – “Duty to promote good behaviour, discipline and welfare – your pupils attending other schools”

* Evaluating Pastoral Care” ETI, 1999 updated 2008
* Together Towards Improvement” ETI, 2010
* The Education (School Development Plan) Regulations (Northern Ireland) 2010
* DE Circular 2016/27 Guidance on Online Safety

DE Circular 2011/22 Guidance on Internet Safety

* Addressing Bullying in Schools Act (Northern Ireland) 2016